

לומד

LOMED

***SCHOOL ALONE  
CAN'T CUT IT***

***SO THE COALITION OF INNOVATING CONGREGATIONS  
ARE CREATING***

***21st Century Models for Jewish Learning***

***WHAT'S YOUR NEXT BOLD STEP FOR 2010-2011?***

## *THE OLD MODEL DOESN'T WORK*

“... the old model of dropping your kids off to Hebrew school and picking them up a few years later with the assumption that we’ll turn them into Jews doesn’t work.”

Rabbi Alan Lucas, Temple Beth Sholom of Roslyn  
*The Jewish Week*; August 18, 2009

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# ***DON'T BOTHER FIXING IT... RE-THINK IT!***

“The traditional religious school model doesn’t work, and hasn’t worked in long time and we should be seeking out ways not even to fix it, just to completely rethink how we do it.”

Mindy Davids, Director of Education & Innovation, Temple Shaaray Tefila  
*The Jewish Week, August 18, 2009*

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# ***POWERFUL LEARNING GOES A LONG WAY!***

LOMED Professional Learning Teams (PLT) are working energetically to alter the experience of learning. They are bold innovators!

PLT's are

- Identifying learner outcomes
- Using assessment tools for whole person learning
- Creating Powerful Learning with 21<sup>st</sup> century Design Principles

**Powerful Learning** Needs an Equally **Powerful Architecture** to Hold it  
- a 21<sup>st</sup> Century Model

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# ***A MODEL IS NOT A PROGRAM***

A **Model** speaks to the **architecture** that holds the program.

A Model is a **structure** that is fixed and regularized and attends to:

- ❧ Space—where is learning taking place?
- ❧ Time—when is learning taking place?
- ❧ People—who are the learners?
- ❧ Teachers—who are the teachers?
- ❧ Purpose—what is the architecture trying to achieve?



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# ***POWERFUL LEARNING REQUIRES A POWERFUL MODEL***

... Schools as we know them don't play a significant enough role in enabling children to be on a lifelong Jewish journey of meaning and purpose like:

- Applying Torah to Daily Life
- Developing a Jewish Moral Compass to mend the world
- Living Spiritually Awakened with Jewish rootedness
- Belonging to the Land and People of Israel

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# 21<sup>ST</sup> CENTURY GOALS

Today goals for learners are *not just about knowledge*.



Success: When a learner has the desire and capacity to integrate the following:



Mind: “I can access the knowledge and skills to be on my Jewish journey”



Heart: “I believe it is worthy to be on a Jewish journey.”



Feet: “I am connected. I’m on a Jewish journey because I am a member of the community/the Jewish people.”



Hands: “I take action. I enact my Jewish journey in real life spheres.”



**How does a classroom setting support these goals?  
What else is needed? Look for 5 emerging  
characteristics.**

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## ***21<sup>ST</sup> CENTURY MODELS: CAN'T CUT IT WITHOUT THE FAMILY***

The best predictor of what the religious and spiritual lives of youth will look like is what the religious and spiritual lives of their parents look like (Smith, 2003). Parental influence is manifest by socialization and, indirectly, by the way parents relate to their children and the forces in their environment.

*The Lookstein Center's Online Journal:*  
[http://www.lookstein.org/online\\_journal.php?id=245](http://www.lookstein.org/online_journal.php?id=245)



What is the role of family?



# ***21<sup>ST</sup> CENTURY MODELS: CAN'T CUT IT WITHOUT THE FAMILY***

Replacing Sporadic or Isolated Family Engagement  
Engaging Families in communal and private space  
Engaging Families in communal and personal inquiry and reflection

## **Reform Temple of Forest Hills: Shabbat 2.0**

- K-2 families meet 2x a month at Temple on Shabbat morning
- Children also attend 2x a month on Sunday
- Support of home celebration (Shabbat and *havdalah* objects, blessings)
- Home family journal
- Home Torah study

What is the role of family?

# *CAN'T CUT IT WITHOUT THE FAMILY NU, AND YOU?*



Name one way that you are overcoming barriers.

Name one way that you engage families regularly.



School Can't Cut It



## 21<sup>ST</sup> CENTURY MODELS: CAN'T CUT IT WITHOUT JEWISH LIVING

"**Meaning** is a product of **activity** and **the context and culture** in which that activity occurs. Knowledge is not, as traditional conceptions of learning assume, a set of mental abstractions that can be acquired and then applied in practice. Rather, **meaning results from cognitive and social activity that is intended to fulfill a purpose...**"

"... **Meaning accrues from authentic activity**, that is constructing and using knowledge to **fulfill some purpose**...an authentic goal can only be understood through use in some **authentic activity** which changes users view of the world by adopting a belief system of the culture in which it used."

*Good Ideas to Foment Educational Revolution, Carr, Jonnassen, Litzinger, Marra*

## ***21<sup>ST</sup> CENTURY MODELS: CAN'T CUT IT WITHOUT JEWISH LIVING***



Families participate in Shabbat, *Tikkun Olam* and Holiday Celebrations in several ways:

- Family Shabbat morning *minyanim*
- Adult and Child learning separately and together on Shabbat
- Friday night services and family dinners
- Sunday activities including *Tikkun Olam*

*What is the connection between living and learning?  
How is learning relevant to daily life?*

# *CAN'T CUT IT WITHOUT JEWISH LIVING NU, AND YOU?*

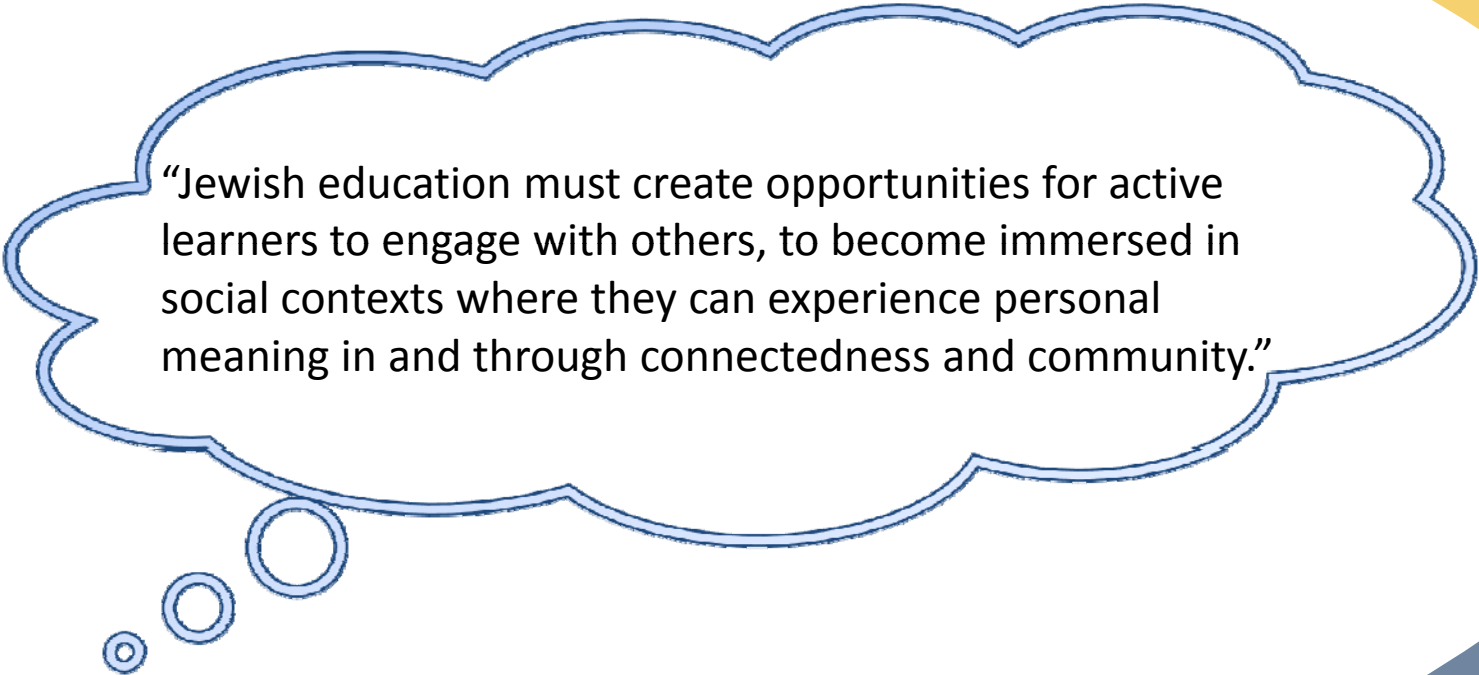


Name one way you situate learning in authentic settings.

Name one way you link learning and living.

What is the connection between living and learning?  
How is learning relevant to daily life?

## *21<sup>ST</sup> CENTURY MODELS CAN'T CUT IT WITHOUT ROLE MODELS AND PEERS*



"Jewish education must create opportunities for active learners to engage with others, to become immersed in social contexts where they can experience personal meaning in and through connectedness and community."

Lippman Kanfer Institute, Design Principles for the 21<sup>st</sup> Century

What is the role of community and relationships?

# ***21<sup>ST</sup> CENTURY MODELS CAN'T CUT IT WITHOUT ROLE MODELS AND PEERS***

**Temple Beth Sholom of Roslyn**

Build Relationships:

- 🖥 Families 2x a month share Shabbat in *shul*
- 🖥 Once a month families actively participating in *Tikkun Olam* activity
- 🖥 *Morei Derech* – Families connect with leaders in the congregation who have spent a year fostering their own Jewish learning. *Morei Derech* are guides to help families on their Jewish journeys.

[http://www.tbsroslyn.org/lifelonglearning/moreh\\_derech.shtml](http://www.tbsroslyn.org/lifelonglearning/moreh_derech.shtml)

What is the role of community and relationships?

# *CAN'T CUT IT WITHOUT ROLE MODELS AND PEERS NU, AND YOU?*



What are you doing to intentionally build relationships among:

☞ Peers?



☞ Families?



☞ The Generations?



What is the role of community and relationships?



## ***21<sup>ST</sup> CENTURY MODELS CAN'T CUT IT WITHOUT THE VOICE OF THE INDIVIDUAL***

“An overarching development has been families' insistence on choice as they try to find the schools and programs offering the best fit for each of their children.”



*Jack Wertheimer, 2009*

In what way is the individual's choice/  
essential questions honored?

# *21<sup>ST</sup> CENTURY MODELS CAN'T CUT IT WITHOUT THE VOICE OF THE INDIVIDUAL*



- Families select a journey that is meaningful for them
- Grades K-1
  - Shalom in the Home
  - Celebrations
  - 2010-2011: launching another journey, K-2
- \*18 sessions

In what way is the individual's choice honored?

# *CAN'T CUT IT WITHOUT THE VOICE OF THE INDIVIDUAL NU, AND YOU?*



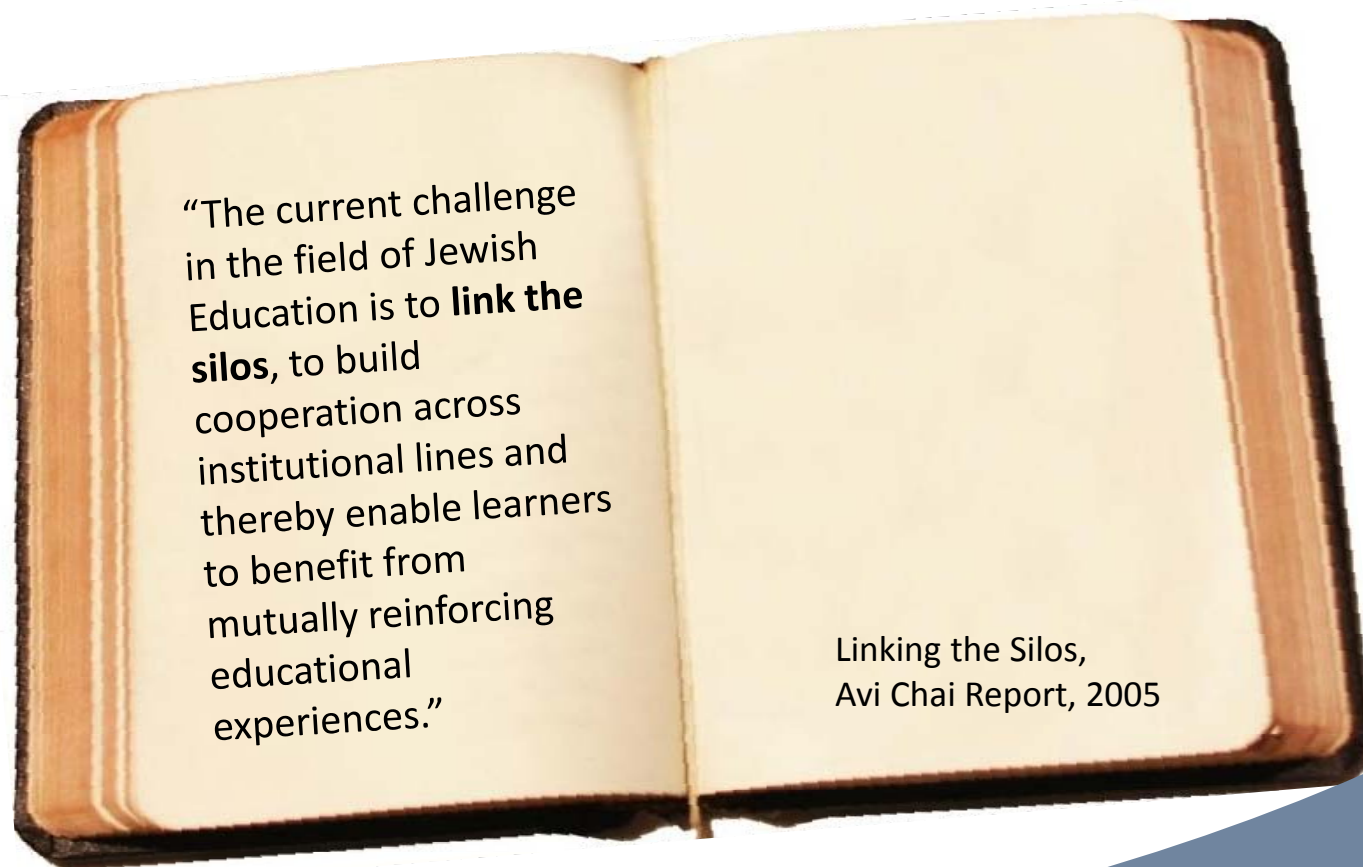
Name one way you offer choices to families and learners.

Name one way you give voice to the interest/need of the individual.

In what way is the individual's choice/  
essential questions honored?



## *21<sup>ST</sup> CENTURY MODELS CAN'T CUT IT WITHOUT LINKING TO THE LARGER COMMUNITY (CONGREGATION/JEWISH COMMUNITY)*



How does your model connect to the larger congregation and/or larger Jewish community?

## ***21<sup>ST</sup> CENTURY MODELS CAN'T CUT IT WITHOUT LINKING TO THE LARGER COMMUNITY (CONGREGATION/JEWISH COMMUNITY)***



- ✓ Linking Jewish camp and congregational learning
  - a. K Pilot: family learning, home family reading; adult reading “Raising a Jewish Child.” Parents keep a scrapbook of family celebrations. Children have “Jewish Teddy Bears” for company on the way.
  - b. Ramah counselors lead three sessions for grade K-6 during the year for students . These events have family follow up (e.g. home learning or practice)
  - c. Family Learning time includes time at Camp Ramah (e.g. *Lag B’Omer*)
  - d. Parents learn about Jewish summer camp options

In what ways does your model connect to the larger congregation and/or larger Jewish community?

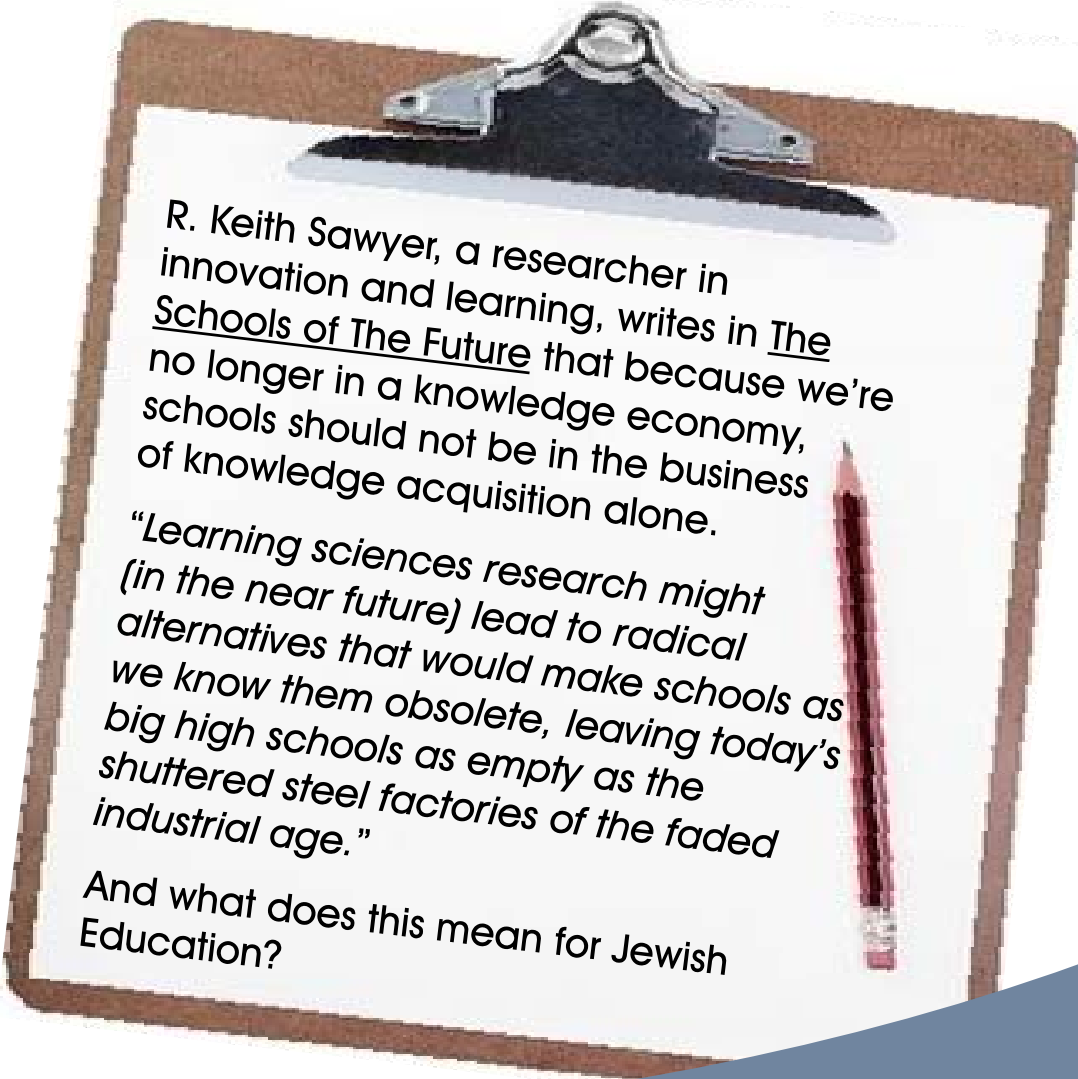
***CAN'T CUT IT WITHOUT LINKING TO THE LARGER COMMUNITY  
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NU, AND YOU?***



In what ways does your model connect to the larger congregation and/or larger Jewish community?

# ***SCHOOL CAN'T CUT IT***

## ***THE COALITION OF INNOVATING CONGREGATIONS IS LEADING THE WAY***



R. Keith Sawyer, a researcher in innovation and learning, writes in The Schools of The Future that because we're no longer in a knowledge economy, schools should not be in the business of knowledge acquisition alone.

"Learning sciences research might (in the near future) lead to radical alternatives that would make schools as we know them obsolete, leaving today's big high schools as empty as the shuttered steel factories of the faded industrial age."

And what does this mean for Jewish Education?

## ***CHARACTERISTICS OF EMERGING 21<sup>ST</sup> CENTURY MODELS***

1. Engage Families Regularly
2. Situate Learning in Real Life Settings
3. Promote Relationships/Role Models/Guides Across the Ages
4. Give Voice and Choice to the Learner
5. Link to the Larger Congregation/Community
6. What else?





# ***COALITION EDUCATIONAL LEADERSHIP TEAMS PLAN FOR FALL 2010-2011 ARE YOU NOW CONSIDERING....***

## **Expanding your new model?**

More participants?

More ages?

Additional dimensions (e.g. linking to congregational community?)

Adding more expectations (e.g. time/participation?)

## **Ending your old model?**

Phasing out the drop off model?

## **Exploring a new kind of model?**

Running a second or third model?



# ***CONSIDERATIONS FOR EXPANDING, ENDING AND EXPLORING***

## **Consider: Alignment to your vision**

In what way is the model getting you closer to your vision?  
What else is needed?

## **Consider: Build on successes**

What aspects of your new model are most successful?

## **Consider: Build on what you've learned**

What have you learned from launching your new model?



# ***WHAT DO YOU WANT TO LEARN FROM YOUR COLLEAGUES AND CONSULTANT?***

*Your consultant  
is a resource.*

*Teams in the Coalition  
are a resource.*

- ☛ ***How are you financing innovation?***
- ☛ ***How are you engaging new families?***
- ☛ ***How are you sustaining/building new leadership?***
- ☛ ***What else?***



**Email your questions:**  
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**Next Steps: Calendar follow up...**